

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Teresa D. Dickerson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Trousdale County High School

(As it should appear in the official records)

School Mailing Address 262 McMurry Boulevard West

(If address is P.O. Box, also include street address.)

City Hartsville State TN Zip Code+4 (9 digits total) 37074-1117

County Trousdale County State School Code Number* 00850

Telephone 615-374-2201 Fax 615-374-1120

Web site/URL http://WWW.TCSCHOOLS.ORG E-mail teresadickerson@tcschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mr. Clint Satterfield E-mail: ClintSatterfield@TCSCHOOLS.ORG
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Trousdale County Tel. 615-374-2193

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Regina Waller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	52	40	92
10	58	59	117
11	43	54	97
12	35	40	75
Total Students	188	193	381

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 15 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1	397
(5) Total transferred students in row (3) divided by total students in row (4)	0.065
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 56 %
 Total number students who qualify: 205

Information for Public Schools Only - Data Provided by the State

The state has reported that 56 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	94%	95%	94%	94%
High school graduation rate	97%	97%	95%	96%	93%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	100
Enrolled in a 4-year college or university	13%
Enrolled in a community college	28%
Enrolled in career/technical training program	21%
Found employment	21%
Joined the military or other public service	2%
Other	15%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of Trousdale County High School is to provide a safe and supportive learning environment, in which all students will be taught, inspired, motivated, and empowered to become highly educated graduates, as well as, well-rounded, successful citizens.

PART III – SUMMARY

The mission of Trousdale County High School (TCHS) is to provide a safe and supportive learning environment, in which all students will be taught, inspired, motivated, and empowered to become highly educated graduates, as well as, well-rounded, successful citizens. The vision of Trousdale County High School is to develop graduates who learn how to think, rather than what to think and instill an appreciation for life-long learning. In addition, our students will be inspired to set career goals for the future in order to succeed in an ever-changing global economy. Our motto is: Responsible Teaching Delivers.

At TCHS, we believe all students can learn, achieve, and excel when given appropriate methods of instruction and a safe, secure, and nurturing learning environment where they are stimulated academically, socially, and emotionally. We provide character education and guidance to develop decision making skills in order for our students to become responsible citizens. We believe participation in extra-curricular activities promotes development of social skills, self-esteem, and pride. Teachers are dedicated to excellence and, believe in the importance of providing a motivating and challenging education for all. There is a direct correlation in student attendance and the opportunity/ability to learn. Student success is the shared responsibility of all stakeholders: student, family, school, and community.

. All students can meet requirements for graduation in a timely manner when provided with upgraded facilities, up-to-date textbooks and materials, high curriculum standards, and highly-qualified instructors. Teachers, administrators, and students believe that assessment must be an ongoing process in order to determine both the strengths and needs of students. This data will guide both the planning process and methods of instruction.

TCHS is committed to educating and supporting all students academically, emotionally, and socially to help them become responsible, well-rounded individuals who can succeed in life. We strive to create a learning environment that promotes the highest quality educational experience in the state. All students are provided with a rigorous high quality learning environment in order to maximize academic achievement. We provide educational opportunities for students to meet or exceed state benchmarks resulting in graduation from high school and ensuring success in the workplace. Our curriculum is grounded in Common Core State Standards (CCSS). TCHS engages in the Teacher Instructional Growth for Effectiveness and Results (TIGER) teacher evaluation to ensure and support a school wide rigorous curriculum.

At TCHS we offer a wide variety of courses on an A/B Modified Block Schedule. There are four classes daily which are 90 minutes long; A-days focus on instruction while B-days focus on differentiated instruction and provide IEP students with individualized remediation with content specific special education teachers. Students receive core curriculum credit for A-day work completed and Reading in the Content Area credit for B-days. A total of 28 credits are required for graduation at TCHS including these core credits: 4 – ELA, 4 –Math, 3 - Science, 3 -Social Studies. TCHS focuses on providing students with the necessary educational requirements to succeed in the 21st century workplace. Students with learning disabilities are enrolled in full inclusion classes in addition to receiving RTI services. During the second semester, we implement a thirty-minute class school wide to focus on EOC, PLAN, and ACT tests as well as career skills.

Our school is situated in Hartsville, Tennessee. Trousdale County is the smallest county in the state measured by land area. TCHS is the only high school in the county; therefore it serves the needs of all secondary school-age students. The total enrollment for 2014-15 is 369. This number reflects the make-up of the community, which is 60% rural and 40% small town. Select industries, growing businesses, and a strong agriculture base encompasses the economic structure of the county. Our population has remained relatively stable for the last 20 years. With future growth and ever changing goals, we as a school system will continue to update, and even enlarge, our facilities as needed. One of the challenges faced by our community is the fact that we are a small bedroom community. Many of our stakeholders travel an average of 31.9 minutes to work. The lack of industry in our community leaves us with a limited tax-base. In addition, our community is made up of 55% economically disadvantaged families. The needs of these families are exacerbated by the lack of low income housing in the community. In spite of the challenges

faced by our stakeholders, Trousdale County is a close knit community that rallies together during a time of need. When a crisis occurs, our hometown spirit shines through all adversities. For example, TCHS has raised thousands of dollars to fund local scholarships given in memory of dedicated staff members who tragically lost their battles with cancer, and monies have been raised to support families devastated by the loss of loved ones and catastrophe.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

ELA curriculum consists of double blocked English I, II, and III with 90 minutes of daily instruction. Within the core English courses, the curriculum is seamlessly aligned to the CCSS. This rigorous alignment ensures mastered standards are not dwelled upon and the focus of instruction can move toward areas of need. Collaboration among ELA teachers is key to the success of this alignment. The CCSS for English I and II encompass a 9-10 grade band. English I is the foundation of writing, researching informational texts, literary works, and conventions. English II builds on skills learned previously advancing the level of standard mastery. Lexile levels within text is increased according to grade level ensuring qualitative/quantitative measures are met, convention standards are addressed with a continuation of standards; the rigor within writing is increased through expanding writing modes. Transitioning to English III, a concentration of college/career readiness is introduced through assessment preparation and modeling collegiate course work. Senior English is broken into two categories; students who meet the requirements of an ACT English/Reading sub-score of 19 may enroll in Dual Enrollment English 1010/1020 or enroll in English IV which continues the preparation of students for college and career readiness by expanding upon the 11-12 grade band.

The math courses offered are Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, and Bridge Math/Seamless Alignment and Integrated and Learning Support (SAILS). The Algebra I, Geometry, and Algebra II curriculums are double blocked on an A/B schedule with 90 minutes of daily instruction. Freshman students are enrolled in Algebra I with the exception of those students whose IEP indicates the need for Algebra IA following with Algebra IB as tenth graders. Sophomores who meet the requirement of a B-average in Algebra I (with teacher recommendation) may enroll in Geometry and Algebra II simultaneously which allows five math credits. Juniors take Algebra II or Pre-Calculus with the exception of SPED students who take Geometry A then Geometry B their senior year. The final math credits available are Pre-Calculus, Calculus, or Bridge Math/SAILS for regular education students. In cooperation with Volunteer State Community College, we have implemented the SAILS math program for seniors who have not earned a score of at least 19 on the math portion of the ACT; this effort is to increase rigor at all levels. Successful completion of the SAILS course eliminates the requirement for students attending college to take remedial math, hence may encourage more graduates to attend post-secondary training. Embracing new implementations of math standards for the 2015-16 school year, TCHS will replace Algebra I and Geometry with the Core Math I and II. The following year Core Math III will replace Algebra II, and seniors will have the option to double-up with Pre-Calculus and Calculus advanced courses.

The science curriculum consists of Biology I, Physical Science, Chemistry, Biology II, and Physics. Our science courses consistently prepare students for post-secondary education and careers. Students learn problem-solving skills that will serve them well as college students and employees. They learn scientific processing skills, including developing and conducting laboratory exercises that will enable them to meet new challenges and solve new problems. Biology I is taken by freshmen students followed the sophomore year with Physical Science. Biology I A, Biology IB, and then Physical Science is the path taken by students with an IEP. Chemistry is double blocked the junior year with Biology II and Physics taken the senior year for students with a Math/Science focus in preparation for college.

The social studies courses offered at TCHS are World History (freshmen), American History (sophomore) and Economics/Government (senior). An emphasis in writing is embedded in these courses to promote writing advancement in correlation with Common Core Literacy standards. Students experience a hands-on approach to historical learning through the analysis of authentic text. Technology plays a vital role within the Social Studies curriculum allowing students to explore various resources online through Open Source textbooks. Real world applications are prevalent within the Economics/Government courses which are infused with previous social studies standards.

TCHS has implemented ACT Quality Core curriculum in Algebra II, Biology, Chemistry, and English III in conjunction with our own curriculum so that our students are better prepared for the ACT and for college.

2. Other Curriculum Areas:

To advance the education of our students beyond core specific courses, TCHS has an articulation with four-year and junior colleges as well as the local area technical college to ensure all students are college and career ready. All juniors and seniors have the opportunity to participate in a dual credit and dual enrollment programs in conjunction with: Tennessee College of Applied Technology at Hartsville, Volunteer State Community College, and Middle Tennessee State University. The credits earned during the school day allow students the opportunity to expedite their graduation at the post-secondary level.

Seniors enrolled in the Vocational Agriculture Program may attend and receive a nationally recognized industry certification; credits earned are applied to their post secondary education requirements at TCAT. Also, students enrolled in Agriculture Greenhouse have the opportunity to participate in dual credit at MTSU. The Health Sciences department offers students rigorous instruction and a clinical experience. Students who take the Certified Nurse Assistant (CNA) state board test will have their license as well as real-world work experience when they graduate high school. Additionally, this experience provides students with priority in admittance to the TCAT nursing program. Students enrolled in business classes may earn three hours of college Keyboarding credit through online assessment at Volunteer State Community College. We also offer MOS (Microsoft Office Specialist) certification in the business curriculum. Students meeting the ACT and English GPA requirements may enroll in dual enrollment Psychology and Sociology general elective courses. All of these dual credit and dual enrollment opportunities provide our students with an advantage at the post-secondary level.

TCHS has increased rigor in its Career Technical Education (CTE) classes. Each CTE class is implementing common core literacy standards in their curriculum. Every nine weeks all CTE courses write an analytical and argumentative essay based on text that is relevant to the curriculum standards. The essays are scored per the State Writing Assessment rubric which is scored as 25% of the student's nine-week grade. As a result of these efforts the CTE students at TCHS have the highest State literacy test scores in our region.

Foreign language courses, Spanish I and II, have incorporated writing as part of the across the curriculum writing plan. Continuing our focus on improving ACT reading scores, Spanish I classes have implemented thirty minutes of bi-weekly test preparation as a supplemental material.

Within the art curriculum, a focus has been implemented on historical informational text. The texts are incorporated into the course by introducing new concepts. These texts are grade level and content appropriate in preparing students for college/career readiness.

The graduation requirements Wellness (freshmen) and PE are a dual activity courses. Research based writing is represented within these courses by informative writing. Also, across the curriculum writing is implemented to reinforce Biology content.

Technology has become a vital instrument in enhancing instruction across all curriculum courses. Incorporation of technology has moved TCHS to the forefront of instruction and formative assessment for the betterment of student learning. Every classroom teacher is provided with a desktop computer for curriculum development and instruction along with interactive projectors and availability to a MONDO pad. All English, math, and SPED classrooms have a minimum of three student computers per classroom. Additionally, Mobis, Elmos, and Smartboards are incorporated into the instructional facet of all these classrooms. Our school has four computer labs; one is designated for facilitating the Dual Enrollment and credit recovery programs, one is reserved for utilization of student research, writing and testing, and the remaining two are part of the CTE program as well as used for testing as needed. SPED and SAILS classrooms incorporate mobile computer labs. TI-inspire graphing calculators, Chrome books, i-Pads, and Kindles are provided in classroom sets for students. The broadband width and infrastructure has been expanded to facilitate online testing. These avant-garde updates were to meliorate the overall internet usage for educational purposes in anticipation of the new online PARCC type state assessments.

3. Instructional Methods and Interventions:

TCHS places a major emphasis on the use of academically motivated and behavioral data in class scheduling of each individual student; this scheduling ensures the success of all students. The principal and vice-principal use a “hands-on” approach to scheduling. Test history (data from benchmark tests, EOC, EXPLORE, PLAN, ACT, TCAP, learning styles inventory (10th grade), Writing Assessment, suggested Lexile rankings, and IEP’s) is used to determine the most advantageous placement for students.

Data is utilized in the development of an intervention schedule for all students during the school year. FOCUS time is a series of thirty minute, uninterrupted specialized instruction prior to high stakes tests (ACT, PLAN, and EOC). This provides students with new perspective and exposes them to different instructional methods, students are placed in classes with a teacher other than their teacher of record.

Our modified block schedule allows Math, Chemistry, and ELA to provide learning support services to all students. Lab time can be used for remediation, guided practice, and enrichment depending on individual student need. IEP students are provided the opportunity to be in a full inclusion setting; they are being provided individual time with a special education teacher on lab days. Additionally, our schedule provides the opportunity for any student indentified by a teacher to receive specific skills remediation.

Teachers plan and use instructional strategies in their classroom such as: think-pair-share, paper toss, Gallery walk, exit tickets, cross-curriculum text-based writing, etc. Teachers are also expected to use the Depth of Knowledge (DOK) chart and ACT Quality Core standards in their lesson plans/ teaching daily. These strategies require students to collaborate, self-reflect, and develop critical thinking skills. The DOK is dependent upon the cohort of each individual classroom. Higher order thinking questions and vocabulary help students achieve greater success on the EOC, ACT, Plan, and benchmark test. Our teachers plan and work together in a collaborative effort to provide learning across the curriculums.

TCHS utilizes assessment practices by giving nine-week teacher designed benchmark tests to emulate the EOC test in each subject area. The benchmark tests are designed with the same testing conditions as the EOC and graded using the most up-to-date State proficiency levels. To promote student awareness as to the importance of the EOC, benchmark test scores account for 25% of the student’s nine-week grade (for the first three nine-weeks). The results are used for formative, guided instruction throughout the course of the year.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

TCHS ranks among the top 5% of Tennessee's 120 public school systems. TCHS was named a Reward School for achievement (2012) and growth (2012, 2014). Over the past few years, TCHS has ranked in the top 25% in ACT Composite scores and top 10% in meeting benchmark areas. Trousdale County School District was named one of Tennessee's Exemplary Districts (2012) and a SCORE Prize winner (2013). The hard work and high expectations for both staff and students coupled with strong leadership and a rigorous curriculum has led to such accolades.

In Tennessee subgroups are not calculated as part of school data if there is an end-count of less than 30. For AYP analysis purposes, the subgroups are aggregated to form this total. The most recent years testing (Math and Reading/Language Arts) show no achievement gaps (less than 10 percentage points) between subgroups. In Math, the EOC tested subjects are Algebra I and Algebra II. In 2014, 90.1% of Algebra I students tested Proficient/Advanced increasing from 79.8% in 2013. In 2014, 76.5% of Algebra II students tested Proficient/Advanced increasing from 63.4% in 2013. These increases are attributed to collaboration among math teachers and a rigorous environment. In Reading/Language Arts, the EOC tested subjects are English II and III. In 2013, there was an achievement gap for Economically Disadvantaged students and all students of 10.31 percentage points. There was a gap of 28.47 percentage points for Black, Hispanic, and Native American students along with Students with Disabilities compared to all students. In 2014, the achievement gap for English III Economically Disadvantaged students was 14.8 percentage points compared to all students. This concern has been addressed through a change in teaching assignments for English III. Benchmark testing is focusing on individualized student skill, remediation, collaboration, and mentoring among ELA teachers.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

TCHS uses various forms of assessment data in order to improve student learning. Professional Learning Communities (PLC) meet on two Wednesdays a month designated as "Power Wednesdays". On these Wednesdays, students are allowed to arrive to school one hour later than the normally scheduled time with teacher arriving on time. During this hour, teachers meet in their respective PLC groups. This is an opportunity to collaboratively share assessment data (i.e., benchmarks, EOC, PLAN, mock ACT, ACT, TCAP, EXPLORE, mock writing assessment, writing assessments, TVAAS). The assistant principal, who serves as the data coordinator, is responsible for collecting, organizing, and disseminating data to personnel. A continuous observation of benchmark and mock assessments is used for discussion and instructional use. Also, during this time concerns are addressed within the department or mentoring can occur for those teachers who are new to the system or the teaching profession.

Communication to all stakeholders is demonstrated through the multiple levels and mediums. The district webpage provides announcements and links to teacher webpages which contain a wealth and variety of school and state specific information. Students and parents become active participants in the educational process by visiting teacher webpages to view course specific lesson plans, assignments, and announcements. Power School/Parent Portal is available to keep parents and students current with grades and attendance.

Stakeholder engagement is also attained through Parent/Teacher Conferences held twice a school year. Parents are provided student proficiency levels in core content areas in addition to an action plan to ensure student proficiency for the current year and future assessments. Parents are encouraged by teachers and the administration to contact personnel with any concerns relating to their child's academic achievement. Mid-nine week reports are distributed to students to inform both students and parents regarding the student's academic progress.

Part VI School Support

1. School Climate/Culture

Trousdale County High School has strived to “go the extra mile” to help students succeed. The school leadership and staff are committed to all students being educated in a safe, nurturing, and rigorous learning environment. Students are provided support on a personal and emotional level to cultivate them into flourishing members of society. The staff, as well as stakeholders, often refer to TCHS as being a family rather than merely a school. Incoming freshmen are assigned a homeroom teacher which follows with them through the tenure of their high school career. In homeroom, students are encouraged to discuss items of interest, current events, school/class news. This opens up a dialogue between teacher and student; a foundational rapport is established within the homeroom atmosphere. Also within this realm of discussion, Tuesdays and Thursdays are dedicated to the Olweus Anti-Bullying Program. Bullying has come to the forefront as a national concern. TCHS was one of the first to implement an anti-bullying program before it was mandated. There has been a notable decrease in the bullying incidences.

Students and staff are rewarded for their hard work and dedication. Power Wednesdays allow the students to come to school an hour late while providing staff an opportunity to meet in PLCs. Student rewards include cell phones allowed during lunch breaks, music played in the halls on Friday during breaks, celebrations held in recognition of Reward school and SCORE Prize winner. Pep rallies are held on a regular basis to promote school spirit. TCHS is one of the few school districts left in the State of Tennessee that provides an opportunity for seniors to travel to our nation’s capitol. The trip is supplemented via fundraising activities throughout their high school career. With our socio-economic profile this trip provides many students with their first opportunity to travel outside the state. Students are provided with real world exposure to many topics discussed in the social studies curriculum. Specifically, the Capitol where laws are made, the Holocaust Museum to understand the devastation of World War II, Arlington National Cemetery to view the changing of the guard, and the White House.

2. Engaging Families and Community

TCHS also creates and supports collaborative networks to stakeholders to support our system programs. Teacher websites, Power School/Parent Portal, 9th Grade Registration, mid-nine weeks reports, Parent Surveys, and Parent/Teacher Conferences engage stakeholders effectively in support of the school’s purpose and direction. Our school has established a computerized “Robo-call” system in addition to a large electronic message board to keep stakeholders informed of any changes in school procedures or grade card disbursements. All of this, along with many other resources, has helped TCHS become a Reward School.

The staff at TCHS encourages parents to be involved with their child’s accomplishments. We invite them to attend many different recognition and award programs including Beta Club, CTE, and Sports banquets. We also have many celebration programs for seniors and their parents including Senior Day where all seniors are recognized within a plethora of activities. Parents are also invited to a reception for the top-ten, outstanding seniors as well as superlative announcements.

In the spring, TCHS holds an informative meeting to promote educational advancement with incoming 9th graders and their parents. Parents are given the resources to help prepare their child for their future at TCHS. A handbook is given to each child containing all the rules and regulations, plus requirements for graduation. Informed parents help their children make decisions on which classes they will need, depending on their focus area. The school counselor follows up yearly with individual counseling to ensure the student is on track for graduation and college and career readiness.

Sophomore students and their parents are invited to attend a reception where student PLAN scores are distributed. Parents are made aware of the importance of student performance on the PLAN and ACT assessments. Juniors interested in enrolling in dual enrollment courses are provided an informative night along with their parents to confer with TCHS and Volunteer State Community College Dual Enrollment officials.

For the parents of seniors at TCHS we offer a Financial Aid Workshop. This is to inform the parents of the many avenues they may pursue to financially prepare for post secondary education. The Guidance Office offers students and parents their assistance and expertise in completing financial aid and scholarship applications. Additionally, the hard work and dedication of the school counselor and her assistant have attributed to 78% of 2013 and 2014 graduates attending post-secondary institutions.

3. Professional Development

All professional development is data driven and designed to further the academic success of students. Ongoing professional development is vital to teacher effectiveness and student outcomes. Our administrative team works with the Professional Development Steering Committee (PDSC) to identify current needs and prioritize them based on need. A survey was given to the PDSC to prioritize professional needs within content specific areas. The committee was designed to analyze the effectiveness of past and future professional development. This analysis indicated a need to transition from whole group training sessions to a more individualized teacher/content needs focus. The district also allocates significant funding to secure highly qualified specialists to provide professional development training. On Power Wednesdays whole group faculty instruction is led by the principal providing the opportunity to discuss the strengths and weaknesses of previous PD; annual goals are revisited and strategies are aligned to achieve these goals. The vice-principal designs and coordinates with the Director of Schools, Supervisor of Instruction, and CTE Coordinator to aid in PLC discussions and provide collaboratively from State and advanced training. Recently, an emphasis has been put on peer led facilitation of professional development.

TCHS has implemented the School Training Series establishing Learning Leaders in literacy and math content areas. The Learning Leaders participate in “train-the-trainer” and are provided a stipend through the district’s strategic compensation model for their participation. The current year’s focus was support and elaboration within writing, which was determined based on State driven data and reviewed at the district level. A writing program called Self Regulated Strategic Development (SRSD) was adopted; this program implements a gradual release of teacher instruction allowing students to become independent writers. SRSD continuously implements bridge to practice assessments both in the classroom and PLCs.

4. School Leadership

"Leadership and learning are indispensable to each other."- JFK

The philosophy of Trousdale County High School is to develop students into independent critical thinkers who have a lifelong appreciation for learning. In addition, our students will be inspired to set goals for their post-secondary education/career. Academic success is prevalent by the number of students that leave TCHS and extend their educational facets whether it is within a higher education or career setting.

School leadership begins with the principal. She is responsible for school climate represented in the delegation of school roles. The principal determines the lead/departments head teachers that work collaboratively with other school personnel. Teachers are treated as professionals; they are entrusted with the authority to deliver unique teaching strategies of their choice. Clear and precise expectations are delivered by the principal to all staff. Academic success is brought about through the continuing focus of collaborative teacher teams and administrators who jointly make decisions about curriculum and instruction.

A hands-on approach is taken to scheduling student’s classes to ensure focus area and graduation requirements are met. An analysis is made of each individual student’s records to address specific learning styles and abilities. This approach is accomplished by a team (school counselor and assistant, graduation coach, and vice-principal) of qualified and experienced staff selected by the principal. The goal of this process is to not only address educational requirements but also to excel students in all facets of becoming successful individuals.

Teacher assignments at TCHS are dictated through an in-depth analysis of data in each content area. Attention is given to sub-groups to promote growth and achievement for all students; not only student growth is addressed but also teacher growth. Teachers are given an opportunity to promote themselves not only professionally but also increase their confidence and importance to our school's success and vision.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra II End of Course (EOC)</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Tennessee Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	76	63	53	0	0
Advanced	34	24	13	0	0
Number of students tested	68	82	112		
Percent of total students tested	100	100	100	0	0
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	72	52	44	0	0
Advanced	29	12	11	0	0
Number of students tested	35	42	54	0	0
2. Students receiving Special Education					
Proficient and above	75	0	17	0	0
Advanced	0	0	0	0	0
Number of students tested	4	0	6	0	0
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	67	57	18	0	0
Advanced	11	43	0	0	0
Number of students tested	9	7	11	0	0
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	65	57	0	0
Advanced	36	27	14	0	0
Number of students tested	56	71	98	0	0
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The EOC Algebra II test was not administered by the State of Tennessee prior to 2011-12. The Math curriculum for students whose IEP dictates take Algebra IA (freshmen), Algebra IB (sophomore), Geometry A (junior), then Geometry B (senior). Algebra II is an elective course for SPED students who choose to follow the Core Math curriculum.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra I End of Course (EOC)</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Tennessee Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	90	80	78	64	65
Advanced	63	52	54	27	35
Number of students tested	111	109	83	118	149
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	86	77	71	47	47
Advanced	59	48	36	15	22
Number of students tested	59	61	42	63	79
2. Students receiving Special Education					
Proficient and above	89	56	40	19	13
Advanced	33	22	20	0	13
Number of students tested	9	18	15	21	8
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	71	54	50	25	38
Advanced	21	23	30	0	13
Number of students tested	14	13	10	12	24
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	93	83	83	70	71
Advanced	70	57	59	32	40
Number of students tested	96	93	69	97	122
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>English II End of Course (EOC)</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Tennessee Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	76	72	66	55	60
Advanced	14	16	13	6	10
Number of students tested	99	87	101	102	111
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	79	63	63	37	41
Advanced	14	9	13	4	6
Number of students tested	56	43	48	52	47
2. Students receiving Special Education					
Proficient and above	38	47	15	15	40
Advanced	13	6	0	0	15
Number of students tested	8	17	13	20	13
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	75	36	30	23	27
Advanced	8	0	0	8	0
Number of students tested	12	11	10	13	15
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	76	79	71	61	64
Advanced	16	19	15	6	12
Number of students tested	83	72	87	84	95
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>English III End of Course (EOC)</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Tennessee Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	58	38	35	0	0
Advanced	24	19	9	0	0
Number of students tested	74	103	91		
Percent of total students tested	100	100	100	0	0
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	43	27	22	0	0
Advanced	13	13	2	0	0
Number of students tested	30	56	46	0	0
2. Students receiving Special Education					
Proficient and above	17	0	0	0	0
Advanced	8	0	0	0	0
Number of students tested	12	13	14	0	0
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	30	10	9	0	0
Advanced	10	0	0	0	0
Number of students tested	10	10	11	0	0
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	62	43	39	0	0
Advanced	26	23	10	0	0
Number of students tested	61	89	77	0	0
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The EOC English III test was not administered by the State of Tennessee prior to 2011-12.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>English I End of Course (EOC)</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Tennessee Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	82	89	76	73	70
Advanced	16	20	16	14	9
Number of students tested	111	96	83	109	102
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	74	86	63	68	60
Advanced	14	16	7	17	8
Number of students tested	58	55	41	53	50
2. Students receiving Special Education					
Proficient and above	30	67	33	25	31
Advanced	0	0	0	6	0
Number of students tested	10	6	15	16	16
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	64	80	56	40	64
Advanced	0	10	0	0	9
Number of students tested	14	10	9	10	11
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	86	89	80	79	70
Advanced	19	21	17	17	9
Number of students tested	96	85	69	91	87
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: